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ABSTRACT

The primary objectives of this 6-state project for developing state leadership in improving the educational opportunities of farm migrant children are (1) to coordinate and articulate the efforts of 6 state departments of education (Arizona, California, Delaware, Florida, Oregon, and Washington) in assisting school systems to identify the educational needs of migrant children and (2) to determine the movement pattern of migrant workers so that the needs of their children may be met successfully. In this report of that project, the educational needs of migrant children are discussed in terms of such factors as equal opportunity, identification and citizenship, attitudes, mastery of English, vocational guidance, living conditions, provision of adequate educational programs at all levels, and supplementary financing. Attainment of project objectives is examined in terms of record transfer systems, model programs, coordination of programs, improvement of educational opportunities, and inservice education programs. In conclusion, 25 recommendations for improvement of educational opportunities for migrant children are listed. Three appendices provide information on records and record transfers. (PS)

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EDUCATION FOR FARM MIGRANT CHILDREN

REPORT ON THE SIX-STATE PROJECT FOR DEVELOPING STATE LEADERSHIP IN IMPROVING THE EDUCATIONAL OPPORTUNITIES OF FARM MIGRANT CHILDREN

Prepared for the

U.S. Office of Education
Under the Farm Migrant Education Project
Title V, E.S.E.A., Section 505, P.L. 89-10

By the

CALIFORNIA STATE
DEPARTMENT OF EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

Educating children of migrant farm workers is one of the major educational challenges before us. The mobile existence of these children has made their education difficult to provide within traditional structures, so we must build other structures to help them.

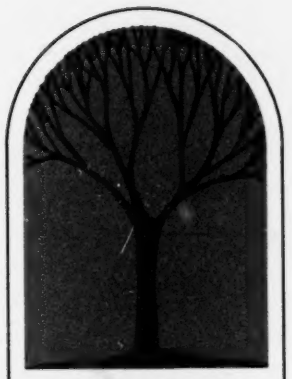
In California alone we have over 80,000 children of migrant farm workers between three and seventeen years of age who attend school for at least a part of each year. These children are from the least affluent segment of American society. They move frequently, attend school irregularly, and suffer many handicaps, all of which cause them to be significantly behind other pupils their age. In general we have found their rate of progress to be significantly behind that of their peers. As a result, these children of our farm workers become the dropouts of our school systems.

The problems involved in helping these children are great, but they are not insurmountable. The responsibility for solving these problems does not rest in one state alone; it is the responsibility of educators in every state in which these children attend school, regardless of the brevity of such attendance.

The educational resources, both human and material, of the entire country must be directed toward solving the problems relating to the education of migrant children. I pledge my help to that task. And I am hopeful that this publication will help us in our work.

Wilson Riles

Superintendent of Public Instruction



PREFACE

The interstate migrant project, "The Development of State Leadership for Improving Educational Opportunities of Farm Migrant Children," brought together educational personnel from six states in an effort to find solutions to the problems of effectively educating farm migrant children. The activities of the project personnel were a pioneering effort and proved most beneficial, but the search for new ideas, techniques, and instruments to improve further the opportunities for migrant children must continue, for the need remains critical.

The educational problems of migrants do not go away, they simply move from one educational jurisdiction to another. The purposes of the interstate migrant project were to focus attention on the total educational needs of farm migrants and to promote a sound and progressive educational program.

The scope of the project activities necessitated the involvement of agencies beyond those relating specifically to education. Health, housing, and employment agencies, and other governmental units were contacted for assistance and information.

Project personnel approached the task of breaking down barriers to communication and problem solving through a series of intrastate and interstate workshops, seminars, and conferences involving all lines of the educational hierarchy – from the classroom teacher to the superintendent. This report is an account of the activities of the project, which was funded under the provisions of Title V of the Elementary and Secondary Education Act.

EUGENE GONZALES
Associate Superintendent of Public Instruction; and Chief, Division of Instruction

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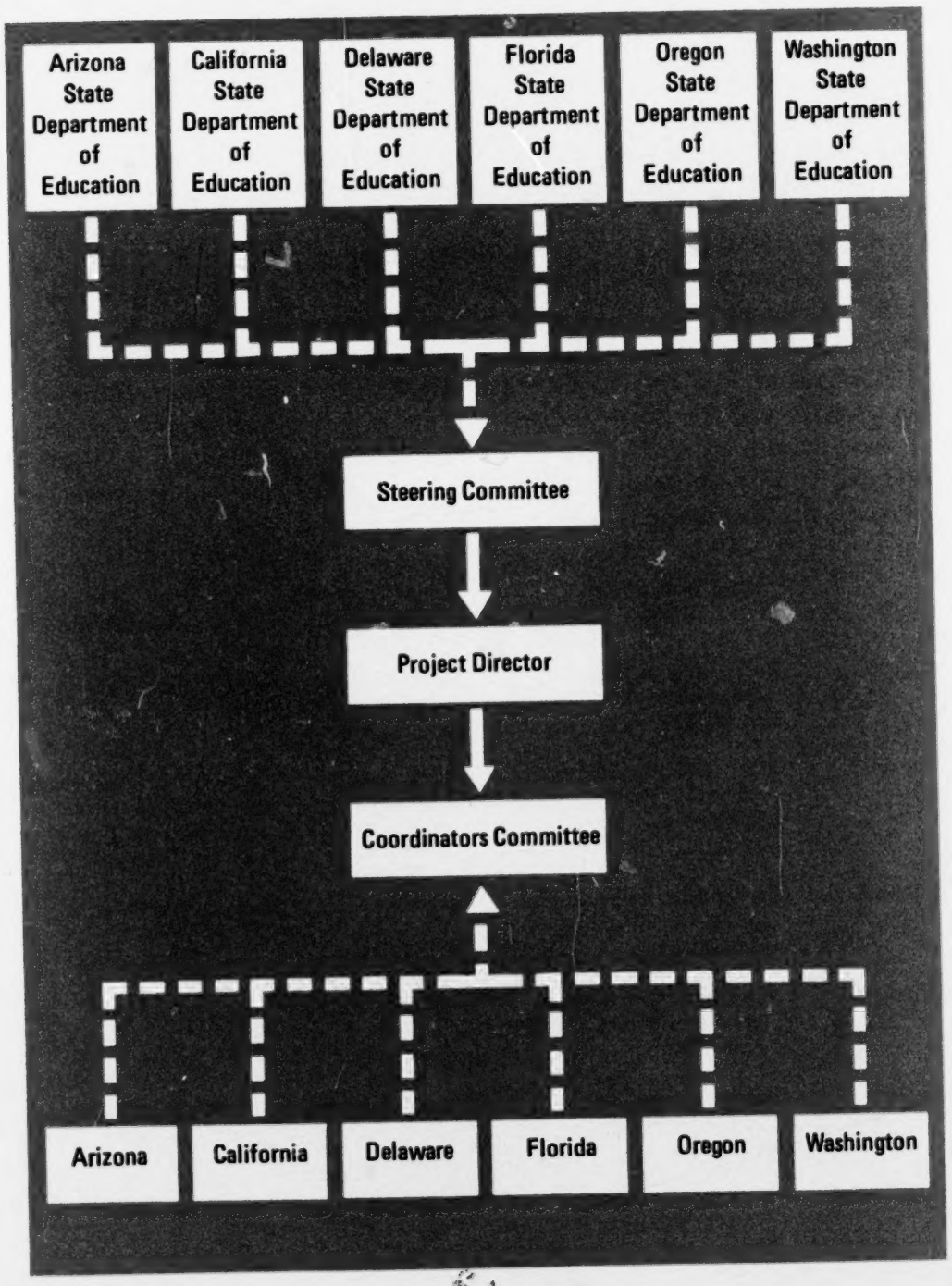
PROJECT PERSONNEL
INVOLVEMENT AND RESPONSIBILITY

At the request of Max Rafferty, California Superintendent of Public Instruction, in January, 1966, the Oregon, Washington, and Arizona state superintendents of public instruction were invited to send representatives to Sacramento to meet with a representative of the U.S. Office of Education to formulate a project proposal for an interstate educational program for migrant children. The states of Florida and Delaware also agreed to participate in the project.

The overall administration of the project for "The Development of State Leadership for Improving Educational Opportunities of Farm Migrant Children" was carried on by the California State Department of Education. The Project Coordinator, Ernest Paramo, served under the direction of the project steering committee, which was composed of state school officials from Arizona, California, Delaware, Florida, Oregon, and Washington. Representatives of the participating states included the following:

State	Chief State School Officer	Steering Committee Members	Coordinators
Arizona	Sarah Folsom, State Superintendent of Public Instruction	John Zuchowski Charles McDowell (initial phase)	Vidal Rivera, Jr.
California	Max Rafferty, Superintendent of Public Instruction	Eugene Gonzales, Chairman	Donald Morales Robert Calvo William Encinas (initial phase)
Delaware	Richard P. Gousha, Superintendent of Public Instruction	Ruth Laws	Fred Muder Camille Jacobs (initial phase)
Florida	Floyd Christian, Superintendent of Public Instruction	Joseph W. Crenshaw	Julian Morse
Oregon	Leon P. Minear, Superintendent of Public Instruction	Austin Haddock	Clifford Norris
Washington	Louis Bruno, Superintendent of Public Instruction	Dike O. Willoughby	James Click

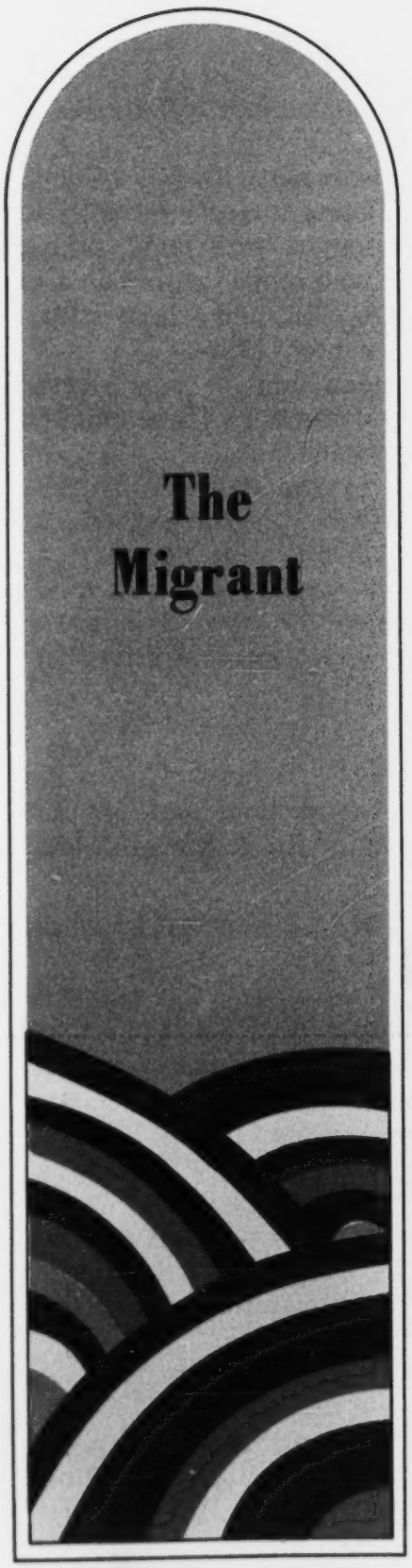
CHART 1
ORGANIZATION OF INTERSTATE MIGRANT PROJECT
TITLE V, SECTION 505, ESEA



The responsibilities of the participants in this project were to coordinate programs conducted under the jurisdiction of their respective state departments – with regard to information about migrant farm children – and to become familiar with the total interstate movement of migrants and the methods by which states approach the problems of providing suitable facilities and curricular materials to meet the special needs of migrants.

In the initial phases of this project, it was necessary to establish lines of communication among the participating states as well as among personnel of the California State Department of Education as employees of the state administering the project.

This project served as a vital link among the six participating states and provided the impetus for extending and enhancing the educational programs for migrant children on interstate, state, and intrastate bases to further the proposed objectives.



The Migrant

There are over one-half million migrant workers in the United States, *including an estimated 150,000 children.*

For migrant children, education on a permanent basis is not part of the primary purpose of existence; the education of migrant children has taken on a role of secondary importance. The need for the parents to go to the source of work and the seasonal aspect of this type of vocation dominate a way of life that knows no boundaries of city, county, state, or in the case of Mexican labor, country.

The life of the migrant worker revolves around the need to be at the right place at the right time in order to take advantage of the labor needs when the demand for his services is at its peak. The worker must be where his skill is needed at the time it is needed; he cannot wait for the school semester to end; he cannot wait for his children to finish a particular unit of work on a

school subject; he must move as the crops demand or suffer a loss of income that may prove disastrous.

The children of the migrant worker, who move from school to school, often repeating and seldom completing subject matter in an articulated sequence, must attempt to compete with pupils whose education is regulated on a semester basis, who remain within an area so that there is continuity in their instruction, and whose school records indicate proficiency in the various content areas.

The schools the migrant children attend may or may not be prepared for them in terms of space or instruction. These children arrive and may depart without a moments notice.

The number of migrant pupils served by the states of Arizona, California, Delaware, Florida, Oregon, and Washington exceeds the 100,000 figure. The needs of these children must be met, and direction must be instigated that will ensure continuity of instruction for all pupils within a school area. Whether they are stationary or migratory, all children are entitled to an education that gives them equal opportunity to succeed.

Characteristics of the Migrant Child

As a result of migration, cultural background, and physical environment, migrant children share many of the following characteristics:

- He is able to achieve satisfactorily when his special needs are met.
- He is shy and may feel unaccepted.
- He is subject to a marked increase in fears as he starts to school.
- He is subject to more classroom tensions and pressures than the average student.
- He generally comes from a patriarchal culture.
- His native language is frequently Spanish.
- He is frequently learning English as a second language.
- His readiness for reading will come only after he has acquired the oral vocabulary.
- Teachers may lack understanding of his historical and cultural background.
- His concepts are limited because his learning experiences at home have been restricted.
- His educational program has had little or no continuity.
- He is absent frequently, often because of lack of proper food and clothing.
- His access to dental and medical services is limited.

- His attendance in school is frequently interrupted because his parents move on to other crop harvests.
- His opportunity for school bus transportation is often limited.
- He has experienced little success.
- His needs for personal and vocational guidance are seldom met.
- His concepts of the value of learning are undeveloped.
- He is two or more years educationally retarded due to his limited knowledge of English or to absence from school.
- His school and health records may not be transferred from one school to another.
- He has little opportunity for remedial instruction taught by remedial teachers.
- He seldom finishes the eighth grade and rarely completes a high school education.
- He is mature in the areas of travel and adult association but lacks other experience necessary for success in the classroom.
- His concepts of sex and the sex roles are governed by his cultural values and may differ from middle-class values.
- His parents often receive aid from welfare agencies.
- He is expected to contribute to the family income at an early age.
- He has had little opportunity for preschool educational experiences, such as kindergarten, nursery school, and day care.

A migratory child is defined as one who has moved from one school district to another during the past year as his parents or other member of his immediate family have moved from area to area as necessary to have employment in some agricultural pursuit.

Educational Programs for the Migrant Child

Educational planning for migrant children must be based upon their special needs to provide them with quality education. Helen Cowan Wood, Consultant to the Migrant Project, identified these needs as (1) equal opportunity; (2) attitudes favorable to success; (3) programs that have relevance and meaning; (4) mastery of English; (5) kindergarten and preschool programs; (6) individualized learning programs; (7) broadening background and interests; (8) secondary education; (9) continuity in the educational program; (10) flexibility in education arrangements; and (11) cultural background.

"Programs" refer to the regular curriculum and instructional activities as well as to special compensatory activities provided for migrant children. Administrative and community activities are included in the definition of "program" as it is used here.

Programs for migrant pupils have not been adequate. The lack of effort, sufficient funds, and flexibility have proven to be genuinely difficult obstacles to overcome. Migrant pupils have not had equal opportunities.

Equal educational opportunity for migrants can be achieved by providing the following:

- Preschool and kindergarten programs that offer an experiential background more common to that of other pupils entering first grade
- A wide variety of experiences to improve social and academic backgrounds and to encourage growth in concepts and language
- Improvement of the child's self-image to increase his independence and capacity for self-direction
- A program of individualized instruction that will allow each child to use *his* strengths to begin at a level from which achievement is possible

The Educational Needs of Migrant Children

The following discussion of the educational needs of migrant children was adapted from a position paper prepared by Helen Cowan Wood, under the auspices of the Title V Farm Migrant Project.

This nation's commitment to equal educational opportunity for all citizens faces one of its sharpest challenges in providing equal educational opportunity for migrant families. The educational needs of this group are not unique or new; the difficulty in providing for these needs is that these people have so many needs. They share the handicaps of *poverty* with all others at the bottom of the economic ladder, handicaps of *segregation* with all who live outside the central culture, handicaps of *language* with others who speak a different tongue or a form of nonstandard English, and handicaps of *migrancy* with the increasing number of people whose work requires frequent moves.

The problem is no longer one of identifying the needs of migrants or of inventing the educational solutions; the needs are fairly obvious, and the solutions, though sometimes complex, are not too difficult for even the smallest and most remote school, *providing* – it is at this point in the provisions that the problem lies – the facilities, personnel, materials, and money that schools have not been able to get are available. More than anything else, the solutions require concern, not only on the part of those immediately affected but also on the part of the larger community. When there is enough concern, the resources can be found for educators to accomplish what they already know how to do.

With new programs and new funds available from both state and federal sources, a significant change is in sight. It is essential that these new resources be used well, so that the value of such support is demonstrated clearly in educational gains. The immediate question is where to begin in strengthening the present educational program.

Equal Opportunity

Migrant children and adults need educational programs which offer them the same opportunities for maximum development as those which are available to any other group.

Although this group of people is exceptionally handicapped, the educational provisions for them are frequently meager and substandard. Tremendous improvements have been achieved since the days, not long ago, when "emergency" schools were hastily set up in barns, basements, tents, and empty churches at the beginning of every crop season. But the children of these families too often still spend their school lives moving from one overcrowded classroom to another, being taught by poorly trained teachers, falling behind year after year until one day, between crops, they disappear from the public school rolls. The few migrant children who enter high schools face great discouragement with every move, for they are caught in a system of semester units and subject requirements devised for a permanent school population.

Provisions for adult education are scarce indeed, expecially for the man or woman who must adapt his attendance to crop seasons. And so poverty, alienation, and lack of education are perpetuated from one generation to another.

Equal opportunity does not mean the same school provisions for everyone. Opportunity should be made available for each child and adult to become all that he is capable of becoming, and whatever is necessary to achieve this goal should be provided.

Identification and Citizenship

Educational programs should be planned to help migrant people identify with the community and with the country as participating citizens.

Migrant workers and their families almost always live in housing that is physically separated from the rest of the community. They associate very little with members of any other groups and make few permanent ties. They seldom go to church in the community; and they almost never vote. Living in isolation, they have none of the participatory experiences from which most people build the feeling of identification and belonging.

It is vitally important, therefore, that school programs provide opportunity for this essential learning. Children in the public schools should have the opportunity to extend their acquaintance with people of many kinds, from many backgrounds, and to become welcome and contributing members of their school communities. On no account should migrant children be taught in groups that are separated from the main school population. Somehow, provisions must be made to give them the special educational help they may need in reading or arithmetic or other school skills and still maintain their association with the permanent school children; otherwise, they may miss the most essential of all the learnings for which public schools are established and supported – the elements of citizenship.

Through carefully planned school programs at all grade levels, migrant children should also be brought into positive and significant contact with the outside community: government centers, industrial plants, and public communication and transportation facilities. Organized study of government, history, and all phases of the social sciences is especially important for these children. Every effort

The physical isolation of most migrant housing makes it vitally important that school programs provide opportunities for children to have direct contact with members of the permanent community.

should be made to involve them personally in these studies by emphasizing contributions of various ethnic groups to building America and relating government activity to their experiences and concerns. Migrant children need to see themselves as Americans, sharing a valuable heritage, participating in the benefits of citizenship, and being responsible for contributing to the improvement of American life.

Attitudes Favorable to Success

Migrant people need educational experiences planned to develop and strengthen self-confidence and self-direction.

Poverty, segregation, and alienation can defeat a man – or child – before he starts. Success in school, as in life, depends to a great extent on the confidence with which a person approaches new experiences and the goals which urge him on. Because migrant people often come to school with damaged self-esteem, reinforced by many experiences of inadequacy and failure, education's first task is to strengthen the learner himself.

Acceptance in the school situation is the first step toward effective education of migrants – acceptance of the migrant people as they are and for what they are, both by teachers and by other children and adults. It should be obvious to the newcomer when he arrives at the beginning of the crop season, but in the middle of the school term, that he is expected, that there is room for him, and that everyone finds his coming normal. The responsibility for building this favorable school atmosphere rests with communities, boards of education, and all school personnel. Where this atmosphere is found, it is the result of careful planning, provision of adequate supplies and facilities, preparation of teachers and recruitment of sufficient aides, and other measures which allow both teachers and children to meet the influx of migrant pupils with confidence, ease, and good will.

A learning program with which he can be successful is the second step in building a self-confident learner; confidence is built from successes. The first lessons in the learning program should be easy; the degree of difficulty should increase at such a rate that the pupil finds success, satisfaction, and challenge with each lesson.

As self-confidence grows, independent action and self-direction should be encouraged. The migrant child and adult also need to control their own learning programs as soon as possible, for they will need to do for themselves what good counselors and guidance programs do for most other learners over a long period of time.

Fundamental to self-direction is the establishment of a clear goal. Because of the relatively limited experience of migrant people with other ways of life, school programs should include introduction to a

wide variety of occupations, to specialized schools and training programs, and to learning requirements. Exploration of many fields and discovery of the learner's strengths, weaknesses, and preferences should be guided and encouraged, so that the goals he sets may be realistic, neither too high nor too low to serve him as he develops his potential ability.

Relevance and Meaning

Educational programs should be directly and immediately related to the experiences, needs, and goals of migrant people.

School must make sense to the migrant family to gain the migrant's cooperation. Education for its own sake is seldom valued by poor people, especially when school attendance interferes with wage earning.

The curriculum at every level should really be usuable in terms of what children and young people know and want to know. This relevance to living should be made clear to parents so that they are willing and eager to make it possible for their children to get to school regularly – an achievement which often calls for considerable trouble and even sacrifice.

The amount and quality of learning are dependent on the meaningfulness of the task and the material. Primary instructional materials that deal with the kinds of situations familiar to young migrant children involve them in learning as no amount of drill or carefully graded materials unrelated to their experience can do. The principle that learning is built only on what one already knows – that new insights represent extensions, modifications, and interpretations of real-life experiences – is fundamentally important in designing the curriculum for migrant children and adults at all school levels, for so much of that which the central culture takes for granted is strange, unknown, or insignificant to these people.

This does not mean that the curriculum necessarily should be either simpler or less sophisticated than that offered to other learners, only that it should be adapted to the interest and lives of the pupils. It is impossible to estimate what any person can learn until his previous experience and values are understood and taken into account.

Mastery of English

Schools should provide systematic instruction in the English language, both for children who speak another language and for those who speak nonstandard English. Mastery of standard English is prerequisite to full acceptance and effective functioning in an English-speaking society.

It is important that migrant children be given special assistance, such as that provided in day care centers and other preschool programs, early in their educational experience.

Because so many migrant children start school speaking no English or with extremely limited English language vocabularies, it is vital to their future success that they be given as much special help as possible at the beginning of their school experience. This is one of the reasons for the importance of preschool programs and kindergartens. It must be remembered that a large number of migrant children spend their out-of-school lives in Spanish-speaking homes and groups; because they have so little practice with English, compared with children who live in an English-speaking environment, these children will continue to need special help with language throughout their school experience. Even though they learn to read fluently – at least to say the words fluently – meanings are likely to be improvised or even inaccurate.

The program for teaching English needs to be systematic, well-planned, and continued through high school and into the adult education program. All the advances which have been made in the past few years in the teaching of foreign languages for speaking as well as reading competence should be applied to the teaching of English; schools in migrant areas need records, tape recorders, films, and all the other aids usually available for good foreign language programs, and the teaching staff needs to be large enough so that assistance can be given to individuals and small groups as needed.

The educational needs of English-speaking children in the migrant group can be overlooked even more easily than those of children who speak another language. The limited experiences of migrant living lead to limited vocabulary and ability to express ideas even where the basic language is English; in addition, the use of dialect or nonstandard English can be almost as handicapping as a strong accent or foreign speech patterns. The curriculum for these children should include the learning of standard English patterns, continued and systematic enrichment of vocabulary in connection with all subjects and experiences, and both guidance and opportunity for building expressive power in the use of language.

Vocational Guidance and Education

Schools should lead directly to improved vocational opportunities for members of migrant families.

For people who live as precariously as migrant agricultural workers, opportunity for better-paid and regular employment is one of the most important contributions education can make. The connection between school and a better job can be direct, both from the standpoint of school planning and that of the migrant family.

Increased mechanization is reducing the need for migrant labor, and this trend can be expected to continue. In some parts of the state where large numbers of migrant workers once were employed, there now are practically none; this is partly a result of expanding urban settlements and partly due to almost complete mechanization. In other areas, year-round farm employment is open only to the more capable, better-trained workers. Some of the agricultural migrants will find their opportunity in better farm jobs and others in work of an entirely different character; in either case, schools should be helping these people and their children to prepare for new kinds of employment.

From the earliest grades, the vocational objective of schools should be clearly in view for both teachers and migrant families. As young children study their communities, their attention should be directed to the many ways in which people earn a living and to the abilities and training needed. This exploration of vocational possibilities should continue through all school levels. Direct training for jobs should be provided in high school and adult education with first-rate facilities and programs, resulting in the acquisition of knowledge that is immediately applicable in the employment field. The programs offered and the vocational counseling made available should be based on current studies of employment opportunity and requirements; the training program should include a job placement service for both youth and adult trainees.

Work-experience programs and continuation education programs should be developed more widely, with special adjustments made so that young people who need to work may also continue their studies.

Every effort should be made to see that young people in migrant families do not settle for vocational goals which are lower than they are capable of attaining. The schools should see that they have every opportunity possible for continuing with their education. If it is necessary for them to leave school before their objective is attained, they should be helped to work out a long-term plan for completing their education.

Better Living Conditions

School programs should assist migrant people to deal with problems of daily life under camp conditions and to develop the skills and knowledge needed for better living.

Increasing mechanization of farm work means that migrant adults must be retrained to be able to take advantage of opportunities for new jobs that require more skill than the jobs eliminated by machines.

While their parents are at work in the fields, young people often carry a great deal of family responsibility. Under these conditions, schools should provide useful and meaningful instruction in all phases of practical living. Health and safety programs should center on the actual conditions of camp living, giving boys and girls immediate help in carrying out their responsibilities for themselves and for younger members of their families. Instruction in nutrition and careful shopping can lead to immediate and valuable improvements in daily living. Help with grooming; selecting, making, and caring for clothing; and taking care of children are all useful, both for young people and for the education of families through improved living. Both boys and girls should learn to use common household tools and to make simple repairs.

Migrant families have great need for programs of physical education and recreation to improve health and physical fitness, to provide resources for constructive use of leisure time, and to bring about contacts to reduce their isolation.

Schools should also offer instruction for adults during the evening, on the weekend, and at other times when they are not working. Sewing rooms, shops, and other facilities needed for a good educational program should be used to provide maximum opportunity for adult learning and community activity.

Kindergarten and Preschool Programs

Young children of migrant families should have opportunity to attend kindergarten and preschool programs.

A strong start is the best opportunity a school can provide for a child. Children from migrant families are usually handicapped in a number of the following ways: language development, experiences and concepts, self-confidence, ability to relate to other people, and ways of behaving that are different from the cultural patterns of other children. In good kindergarten and preschool programs, migrant children can take a long step toward overcoming these handicaps before they start the first grade.

Such opportunity to modify early experiences is most effective at three to five years of age – this is the period of most rapid growth in both language skills and concept development. Moreover, the effects of early deprivations are cumulative if they are left unmodified. Children who start school with a language handicap, for instance, are almost certain to meet difficulty as they start to read; with a reading handicap, they have difficulty with all other learnings which depend on reading; and when school becomes a struggle, it is soon and thankfully given up.

School programs should help migrant people to deal with problems of daily life under camp conditions and to develop skills and knowledge needed for better living.

Classes and groups in which young children participate must be kept small if they are to be useful at all; well-trained teachers in sufficient numbers are essential. If the objectives of a program for young children are to be achieved, the professionals in charge must be highly skilled and have the opportunity to relate directly to individual children.

Health conditions of children should be examined and necessary corrective measures taken as part of the preschool programs. One of the most significant contributions of such programs can be the involvement of parents in their children's successful growth, starting with their concern for good health and continuing through observation of other aspects of child development. A successful collaboration between home and school can be established that may continue throughout the child's educational career.

Individualized Learning Programs

School programs for migrant children and youth should be based on the individual needs of each pupil.

Because of their fragmented school experiences, migrant children vary even more widely than other pupils in need for instruction in language development, reading, arithmetic, and other skills. Every school in the migrant areas should have a practical, easily administered program for accurately assessing the educational status and needs of each entering pupil. The instructional plan for each pupil should then be developed specifically on the basis of the findings. Any other procedure will be a waste of time for both pupil and school – a waste which neither can afford.

Individualized instruction, which pinpoints the learning needs of each pupil and provides help and practice specifically focused on that need can be carried on within a regular class situation, provided that classes are small and materials are varied and plentiful. Tutorial instruction should be provided for pupils who need additional assistance.

Personalized instruction is at least as important as individualized instruction. Migrant children are likely to lead anonymous lives; to be known as Raphael, an individual in whose problems the teacher is interested, instead of "you there in the blue sweater" may be the most important educational therapy the school can provide. The importance of the teacher's faith in the learner's potential can hardly be over-emphasized in this situation.

Broadening Background and Interests

Migrant people need compensatory experiences and activities planned to develop understandings, interests, and expressive ability.

Because the range of experiences available to migrant families is narrow, their understandings, interests, and abilities are frequently underdeveloped. If migrant children and young people are to realize their potential, schools must provide experiences and activities to compensate in some degree for earlier deprivation. The children should be provided with opportunities to explore in many directions, to build background, to accumulate concepts, to express ideas in many forms, and to try themselves out in a wide variety of situations.

Migrant children should have the opportunity to participate in study trips to significant places, to meet and talk with interesting adults in the community, to attend concerts and other community events, and to observe industrial processes. Schools should have a wealth of study materials: films, photographs, reproductions of paintings, records, science collections and equipment, books, newspapers, and magazines. Libraries should be excellent and they should be open before and after school, evenings, and on Saturdays in areas where the people would have access to them. Pupils should, of course, be able to check books out to take home.

Migrant children should have the opportunity to participate in such school activities as art projects, dramatizations and programs, orchestras, bands, choruses and other musical groups, and school newspapers and magazines.

Secondary Education

All migrant youth should be given the opportunity to obtain a high school education.

No real opportunity, either for self-development or for economic advancement, is available unless the young people of migrant families are able to obtain a high school education. It should be the responsibility of every school district to make high school attendance readily accessible and practicable for this mobile group. It is vital that secondary schools explore every possible solution to problems encountered by migrants in acquiring a high school education.

Elementary and secondary school personnel should collaborate to assist and encourage young people in making the transition from elementary school to high school. Graduation from elementary school is still very often the culmination of the migrant youth's education. Special attention should be given to orientation and counseling during the last year in elementary school. Provisions should also be made for frequent visits to the high school during the year so that boys and girls may become familiar with the campus, learn something about the program available, and become acquainted with some teachers and other young people. Even if they are in another high school district when school opens, they will have some knowledge of the procedures involved.

Adult Education

Parents need to be involved in the education of their children. Without parental support and encouragement, most young people will not be able to overcome the many difficulties which stand in the way of regular school attendance. When parents can be involved in actual decision-making roles, as in the planning for preschool programs, they are able to offer advice that is of great value in making the programs practical and useful.

The parents' involvement in their children's education is often the first step toward seeking further education for themselves. Generally, the level of education in this group is very low, and experience with school has often been frustrating and unhappy. However, when adults understand the opportunity that is being made available to their children, they sometimes respond with great interest to a program of practical adult education. Every elementary school which serves migrant families should be a center for classes adults want and will attend, including such courses as literacy, English, citizenship, industrial arts, homemaking, crafts, and child growth and development. The advice of migrant groups should be sought in establishing these adult education courses.

Migrant adults should also be able to obtain vocational counseling and instruction directly related to actual job openings; high schools should work closely with community representatives of agriculture

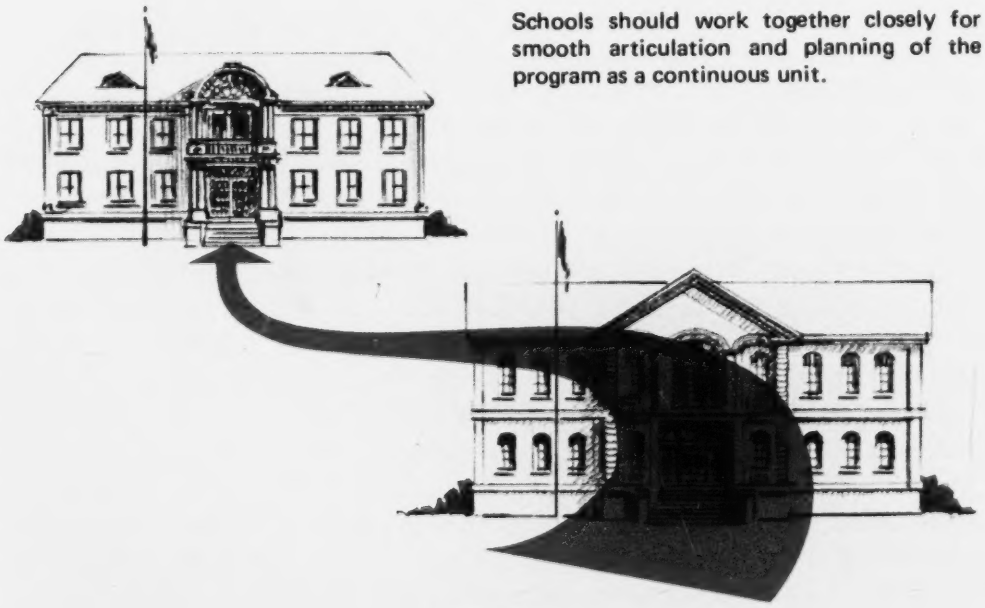
and industry in planning such programs and in obtaining the use of facilities outside the school for the training when such is advisable.

Continuity in the Educational Program

Schools that enroll migrant children need to improve cooperative planning and communication to provide for greater opportunity in the migrants' education.

The education of migrant pupils is made up of fragments – too often a patchwork with great gaps or wasteful overlapping. Transfer of records or information between schools is sketchy or nonexistent, and each new school must start the educational process again the best way it can. Pupils who do well with schoolwork are able to fit into the new situation and to progress, educationally, but those who need special help are likely to fall further and further behind.

Solving the problems caused by mobility is complex and difficult. Since the families employed at any one stop seldom move along the same route, neither mobile schools nor educational information can accompany the group; what is needed is widespread collaboration among the many schools involved. Such collaboration should extend beyond the transfer of data to educational planning and coordination of programs, methods, materials, and even philosphy. One of the problems has been a lack of any "central" staff for coordination; each school has been so busy just keeping up with pressing demands that no one has had either the time or the assignment to work with the total situation.



Schools should work together closely for smooth articulation and planning of the program as a continuous unit.

Coordination needs to take place among various levels of education as well as among schools at the same level. High schools and elementary schools should work together closely for smooth articulation and planning of the program as a continuous unit; and the elementary and high school programs should be coordinated with the new preschool programs established by other agencies.

Specialized Personnel

Fundamental to a good program is a sufficient number of teachers and other personnel trained in the special requirements of the recommended program.

Recruiting and keeping teachers and other personnel has always been a problem in the remote and rural areas where migrant people attend school. Good housing and adequate salaries should be basic provisions. Perhaps even more important for attracting and holding high quality personnel are professional satisfaction; the opportunity to do significant and first-rate work; availability of facilities, materials, and support for the program; recognition and appreciation for their contribution; and involvement in decision making and in establishing educational improvements.

Because of the need for small classes and supplementary individual instruction, the numbers of employees needed will be relatively large. To assist teachers, districts will need to explore every avenue for additional aides: parents, older children, community volunteers, and other nonprofessional and semiprofessional helpers who can take care of nonteaching responsibilities or actually assist with tutoring.

The classroom program needs to be supplemented with many auxiliary services. Principals should be both efficient administrators and knowledgeable instructional leaders. An instructional supervisor or consultant should be available to work directly with teachers to analyze problems, make recommendations, obtain materials, and help in establishing programs. Attendance and child welfare personnel should be provided to make immediate and direct contact with new families as they move into the area and to help children to enter school with as little loss of time as possible. Nurses are needed to care for health needs. Every school in the migrant areas should have a cafeteria to provide a nutritious lunch and even breakfast when children come to school hungry. Counselors, social workers, psychologists, physicians, and other specialists should be available as needed.

Both intensive workshops and courses during school vacation periods and inservice activities during the school year should be established for all persons who work with migrant families. Teachers who work in migrant areas need deep insight into the cultures of their pupils as well as understanding of child growth and development.

Adequate Facilities and Equipment

Schools in the migrant areas should be supplied with the facilities and equipment needed for the recommended program.

The educational program for migrant children and adults requires more classrooms and other building space, equipment, and materials than are needed in schools that do not enroll migrant children. Adequate provisions have been difficult to obtain, chiefly because they are needed for only part of the school year. Special subsidies should be made available to provide these facilities, and every possibility should be explored for ways in which books, equipment, and other facilities can be shared by districts which serve migrant populations at different times of the year.

Flexibility in Educational Arrangements

New ways for organizing and implementing educational programs should be developed.

Both by custom and by law, certain school patterns have become fixed. These standard patterns probably work fairly well for standard

Persons who work in migrant areas need deep insight into the cultures of their pupils as well as understanding of child growth and development.

situations, but more flexible arrangements would greatly facilitate the education of migrant people. Certainly customs and legal limitations need to be questioned whenever they impede educational solutions: Is there any reason why school has to be held from Monday through Friday? Why not hold school on Saturday? Does the school day need to be from 9 to 4 o'clock, or for any other standard period of time? Could the school day sometimes be the school evening instead? Would a summer school period be more useful than a summer vacation? Could some way be developed to use more teacher aides to supplement professional personnel? Do high school requirements have to be specified in terms of semester units? Could high school and adult programs be organized for presentation in intensive sessions over a shorter period of time rather than spread out over a semester or a year? Such probing questions need to be asked constantly as a basis for modification of educational programs that will serve to make educational opportunity more widely available to the migrant group.

Supplementary Financing

Additional finances are needed for educating migrant children and adults.

The educational program suggested in this paper is expensive and will require that additional funds be made available to districts which educate migrant people. The responsibility for providing equal educational opportunity for this group does not rest with any one local area; it is a joint responsibility which should be supported on a wide base. Planning for the future must include a system of regular, continuing financial support from state and federal sources.

Project Objectives

The primary objectives of the Six-state Project for Developing State Leadership in Improving the Educational Opportunities of Farm Migrant Children were (1) *to coordinate and articulate the efforts of six state departments of education in assisting school systems in identifying the educational needs of migrant children;* and (2) *to determine the movement pattern of migrant workers so that the needs of their children may be met successfully.*

The expected locations, times of arrival, and the numbers of migrant children are extremely important factors to consider in effective educational planning. Knowing how much time these children will actually spend in one place will assist planning for school housing and will affect the decision to use permanent or portable facilities. An understanding of the "migrant stream" and current stream flow data is essential to sound planning.

Throughout the six participating states, project personnel sought information that would permit a more accurate prediction of the movement of migrant children. For example, as the Washington coordinator began to visit all areas of his state having any migrant children or migrant farm labor, a survey was prepared to determine the numbers of these children, the dates of their arrival and departure, and their origins. The survey form requested information regarding children in kindergarten and grades one through twelve whose parents were agricultural workers and who had one of the following characteristics: (1) home base is in some other state and will move from the community sometime during the school term; (2) parents once migrated but are settled in the community as permanent residents; and (3) parents migrate within the state from one crop to another and who are temporarily in the school district.

Data gathered through the survey forms were tabulated by the State Employment Security Office and the U.S. Labor Department.

The survey data provided an actual count of migrant children as of September 15, 1966, and information upon which to base an estimate of the number of migrant children who could be expected to be in the state at the peak of farm labor utilization. Through such surveys, school officials can be more adequately prepared to meet the needs of migrant children.

Research activities of project personnel resulted in the compilation and distribution of information directed toward a more complete understanding of the migrant, his needs, and resources available for meeting his needs. Results of those activities are exemplified by the following:

- A list of public school persons, college people, ministers, lay citizens, and adult migrant leaders who were judged to be knowledgeable and experienced in service to migrant children
- A resource library of books and magazines about migrants and migrant education
- A bibliography of sources of information about migrant people and what has been done to educate them
- A compilation of the compulsory education laws in the Project's cooperating states

To accomplish the stated primary objectives, secondary objectives were established.

Record Transfer Systems

Objective: *To develop information systems for more effective methods and techniques for recordkeeping and transmittal of records on migratory pupils*

One of the prevailing problems faced by the many schools enrolling migrant farm children is that of maintaining communication with regard to information about these children. While it is becoming increasingly apparent that the ultimate solution to this problem may lie in the application of electronic data processing techniques, there is an immediate need for interim solutions.

To be effective, student record-transfer systems must be *practical* for use with children who frequently move from school to school and should include information about grade placement, family background, current achievement levels in reading and in arithmetic, talents and abilities already identified, social security number of father or guardian, where the family is from, where the family will go next, health data, textbooks read, home base school, name of sending school, name of receiving school, and test results.

The participating states conducted surveys related to transfer records and explored the possibility of the development of systems for processing pupil information by the utilization of electronic data processing techniques.

Surveys were conducted to obtain data regarding location and numbers of migrant pupils and the amount of time spent in both interstate and intrastate migratory travel.

Surveys were conducted to determine district personnel attitudes and willingness to participate in a record-transfer system.

Surveys were made in schools and migrant camps to gain information about the individual children enrolled in the schools.

College, university, and legislative research studies have been conducted to obtain data on the migrant family and its needs.

A "Transfer Record for Farm Migrant Children" was developed for trial use by schools in the states along the East Coast which enroll migrant children who are primarily home-based in Florida. A similar form, "A School and Health Record Transfer System for Interstate and Intrastate Migrant Farm Children," was initiated by the Oregon State Department of Education for use primarily in the western and central states. (See Appendix A, page 41.)

The "Transfer Record for Farm Migrant Children" was designed to (1) collect statistical data about migrant children; (2) provide for a central file of this information in "home-base" state education agencies; and (3) collect and exchange the information on an intrastate and interstate basis. (See Appendix B, page 42.)

The "Transfer Record for Farm Migrant Children" was printed and assembled in multicolored sets with detachable carbons. Distribution of copies of the form was as follows:

White – Central file, home-base state
Pink – Central file, home-base state
Green – Retained by school preparing form
Canary – Sent to state department of education of school preparing form in nonhome-base states (Schools in home-base states may send forms to their respective county or district office.)
Blue – Given to pupil, when possible; if not given to pupil, retained by school preparing form

With few exceptions, data are entered on the form by number codes, conserving space required to record a great amount of information about the migrant child.

Schools in the home-base state complete all items possible and mail the white and pink copies to the state education agency central file as soon as possible after enrolling a migrant child. An identification number will be assigned by the *first home-base school enrolling a migrant child for the first time*. The identification number has 14 digits as follows:

1-2 State code (States are coded by number in the order they were admitted to the Union.)
3-4 Standard county number of initial student enrollment
5-8 Standard school number of initial student enrollment
9-10 Last two digits of the year number is issued
11-12 Alphabetizing number assigned pupil at school level

Example 27 41 0301 67 0004
27 – Florida
41 – Manatee County
0301 – Palmetto Elementary School
67 – 1967
0004 – Pupil

This will remain the pupil's permanent number until replaced by a social security number.

When a pupil transfers to a new school, the receiving school in the home-base state requests his record from the central file before assigning him a number.

If a record is initiated in a nonhome-base school, all items possible should be completed (except the identification number) and the white and pink copies of the record sent to the central file immediately following the pupil's enrollment.

At the time of the pupil's withdrawal from any school, an updated form should be completed and sent to the central file as indicated.

Sending school – As a pupil is withdrawn, the school will complete all items possible and send the white and pink copies to the central file immediately following the pupil's withdrawal.

Receiving school – To obtain a pupil's record, a school receiving a transfer pupil may (1) complete items 2.0, 2.1, 2.2, 2.3, 2.4 (if known), 2.5, 3.0, 3.1, 8.0-8.4, 9.0-9.3, and 9.5-9.7 of the "Transfer Record for Farm Migrant Children" and send the form to the central file; or (2) send a postcard with the pupil's name and number (if known) to the central file, State Department of Education. If a record is on file, the central file will return to the receiving school the pink copy of the most recent record.

The "Migrant Farm Child School and Health Record" was developed as an interstate cooperative project. It has two primary objectives: (1) to gather statistical data regarding children who, according to definition in ESEA, Title I, Migrant Amendment, are identified as migratory; and (2) to assure continuous communication between the migrant child and the numerous schools he attends. (See Appendix C, page 49.)

The school and health record form was adapted from forms prepared by George E. Haney, U.S. Office of Education, and Roy McCanne, Consultant, Education of Migrant Children, Colorado State Department of Education. A School Transfer Record System for Migrant Farm Children is now being used in several states. A "Migrant Child Status Record" has been used effectively in Colorado for several years.

Since information requested on the form must be obtained "secondhand" in many cases, provisions are made in the instructions for including unverified information.

Guidelines are included to help maintain uniformity of information recorded regarding the migrant child's attendance, achievement, and health records; i.e., ""Normal Grade for Age' means the grade placement of an *average* child of this chronological age in your school. 'Achievement level-Reading__Arithmetic__' means the school grade level. It does not mean a report card grade such as 'C' or 'Satisfactory.' The achievement level should be reported to the best of the teacher's judgment. It should be reported for all children who are present at least three consecutive days. If an oral reading inventory is used, report the child's instructional level, not his frustration level."

When the "home-base school" is not known, persons completing the form are asked to record *something* which can be used as a clue to where the record should be forwarded.

Statements about special interests or abilities, social work with parents, special services provided for the child, and progress through a specific book help the receiving school to carry on effective educational guidance and to add continuity to the child's educational program.

Keeping permanent, cumulative records in a central place for each state's home-based migrant children is a new approach designed particularly to cope with the problems related to extreme mobility of children who migrate interstate. The system has merit for intrastate migrant children as well.

Having a central place in each home-base state to which a progress report from any attendance in any school can be mailed will help to maintain communication. In a central agency, reliable data for a permanent school record will accumulate.

With such records available, school personnel can develop an orientation program to integrate disadvantaged farm migrant pupils into the cultural life and activities of the school. Adequate and uniform transfer records also have the following advantages:

1. Conserving the time spent by administrators and teachers to enroll pupils
2. Providing reliable data for permanent school records
3. Improving the accuracy of information needed for policy determination and research
4. Helping to avoid duplication and repetition of subject matter
5. Providing information concerning physical and mental handicaps of children so that teachers may properly adjust education programs to fit the needs of such children
6. Helping schools plan for the movement of pupils and for the size of enrollment

Model Programs

Objective: *To give leadership to stimulate and assist selected school systems in the establishment of model educational programs for migrant children*

The activities of the participating states have resulted in the development and implementation of several model programs oriented toward the improvement of education for migrant children. The Oregon College of Education has instituted a Training Center for Teachers of Migrant Children and the Disadvantaged; the Valley (Willamette River) Migrant League provides day care, summer school, and migrant adult education programs; and the Treasure Valley (Snake River) Migrant Program offers preschool, day care, summer school, teacher training, and migrant adult education programs.

Other model programs include orientation for migrant parents, preservice and inservice training for teachers in migrant areas, development of supplementary instructional materials for non-English-speaking children, and tutorial services for migrant children.

Planning for model programs should include provisions for (1) continuity of learning; (2) special instruction in the use of the English language; (3) opportunity for strengthening community ties; (4) enrichment activities in art, music, and literature; (5) field trips; (6) extended library services; (7) counseling and guidance services; (8) improvement of parent-school relationships; (9) small pupil-teacher ratios; (10) community acceptance and appreciation of migrant families; (11) health services; and (12) coordination with other programs.

Guidelines have been developed for a migrant-parent-orientation program that would help to redefine the role of the parent in the school and the community. The objectives of the program include the following:

- Increased motivation of the migrant child through the parent
- Eventual parent participation in adult education programs
- Removal of any unfavorable preconceived ideas and attitudes that the parent may have developed during his own school experience so that he may recognize and correct these unfavorable attitudes in the child

One of the major problems that migrant parents have is in communicating with school personnel. A goal of the parent-orientation program is the development of a relaxed, open-ended program that will enable migrant parents to voice their opinions and define, for themselves, their proper role in school and community activities.

In one of the participating states, a model project was initiated which provided a stipend for migrant youth to enable them to attend school without taking funds away from their families. School consisted not only of academic courses but also included basic education in some vocations practical for the students and provided opportunity for exploration of occupations and employment possibilities. The program was funded through ESEA, Title I (Public Law 89-750). Similar programs in other states were coordinated with other projects which provided adult education and vocational and academic training for migrant youth.

The evaluation of model programs must provide for accurate measurement of program effectiveness from the planning phase through implementation in the school and community. The following factors are critical to the validity of program evaluation:

- Designation of a qualified and responsible person to perform or direct the evaluation
- A well-defined statement of program objectives
- A carefully planned procedure for gathering evaluation data
- Procedures and techniques that facilitate analysis and comparison

The evaluation of a program serves as a basis for the modification of the existing program to achieve the desired results and as a guide in the planning of other programs and services for children participating in the program. It often affects the decision to establish the program in other geographic areas. Therefore, the agency responsible for the program must provide for revision of program procedures based on evaluation results and also a means of sharing the evaluation results with other agencies.

The following evaluation checklist was prepared for use in assessing migrant-education programs:

EVALUATION CHECKLIST FOR MIGRANT EDUCATION

1. What improvements have been made in instruction for migrants?

2. What evidence do we have of the improvement of instruction for migrants?

3. What improvements have been made in school housing for migrant boys and girls?

4. What improvements have been made in materials of instruction for migrant children?

5. What new school offerings for migrants are now in effect?

6. What provisions have been made for students to attend school with children of the permanent community?

7. What has been done by communities to assist in the integration of migrant children in the school?

8. What has been done to provide for the transportation of migrant children to school?

9. What has been done in inservice training to help sensitize teachers to the needs of migrant children?

10. What has been done to recruit bilingual teachers and aides?

11. What has been done to help meet the physical plant needs of school districts impacted with migrants?

12. What has been done to relieve the financial burdens of school districts impacted with migrants?

13. What improvements have been made in adult education programs to attract and hold migrant students?

14. What improvements have been made in child care services provisions to free migrants for study?

15. What improvements have been made in health services for migrants?

16. What improvements have been made in housing for migrant families?

17. What improvements have been made in employment opportunities for migrants?

18. What provisions have been made for recreation facilities and opportunities for migrants?

19. What provisions have been made in the schools for cultural enrichment for migrants?

20. What provisions have been made for attracting good teachers to migrant education?

Coordination of Programs

Objective: *To develop plans and procedures for coordinating, through interagency coordinating committees, the various programs and services related to migrant education, including (1) dissemination of information and materials; (2) organization of regional conferences and workshops; and (3) establishment of model educational programs*

Throughout the six participating states, the project personnel organized advisory committees on the education of migrant children. These committees were composed of representatives of such selected public and private agencies as county migrant steering committees,

United Church Women, Catholic Ministry to Migrants, state councils of churches, state migrant and Indian ministries, migrant opportunity programs, county health departments, state employment services, universities, the U.S. Office of Education, Salvation Army, League of Women Voters, state and local police departments, departments of public welfare, farm placement services, state boards of health, migrant ministries, community action committees, Traveler's Aid, Valley Migrant League, and state departments of education. The committees included superintendents of schools, teachers, growers, county counsels, hospital administrators, migrant families, and representatives of teacher training colleges and universities.

Information about migrant families and the resources available for meeting the needs of migrants may be obtained from many groups. None should be overlooked by persons at local, state, and interstate levels who are responsible for programs for migrants of all ages.

Educational Agencies

Educational agencies and organizations must be contacted and given information regarding migrant education. Offices of county superintendents of schools, school district offices, administrators' organizations, teachers' associations, and the U.S. Office of Education are all sources of information and assistance.

Housing Agencies

Housing agencies are sources of information and should be contacted regarding pupils, transportation, and migrant population surveys. These agencies may include the Office of Economic Opportunity, public housing camps, county housing authorities, and private camps.

Health Agencies

Health agencies are concerned with migrant families. Federal programs, such as Headstart, which provide some health services, must be included in the communications network. Office of Economic Opportunity camps usually provide health services and day care; however, all federal, state, and local public health authorities must be made aware of the health needs of migrants.

Good health programs help to meet the needs of migrants through such services as the following:

- Mobile health units at the campsite
- Extensive service of paramedical personnel
- Health education
- Community health councils
- Preventive diagnosis and treatment

The conditions under which some migrants live are better than these representative labor housing situations; far too many labor camp sites are worse. Housing agencies should be included in planning programs for migrants.

Public health personnel are in a position to provide assistance to the migrant child and his family. General health needs are important; some are directly related to academic needs. Services in the area of public health include the following:

- Screening for health problems
- Examination of vision and hearing
- Advice to families in matters of nutrition
- Referral of migrant patients for further medical diagnosis and treatment
- Arrangement for needed immunization
- Coordination of other community health agencies
- Maintenance of records regarding health needs of migrant children
- Provision of on-site health services
- Development of a program of preventive treatment

Employment Agencies

State departments of employment and other employment agencies are useful sources of information regarding the "depth" of the migrant flow. Their statistics are also indices to educational needs, since where there is a large influx of laborers, there will normally be an influx of children in need of schooling.

County employment agencies and private labor contractors should be surveyed regularly for labor information. Project personnel in California conducted a survey and discovered that the Office of Economic Opportunity camps provide housing for less than one-fourth of all migrants in the state. Complete information requires data from private labor recruiting sources as well. O.E.O. camps also provide statistical data on location and number of migrants, employment information, and wage and salary information.

Grower Organizations

It is important to establish and maintain contact with grower associations. Their cooperation and good will is essential; they frequently have influence with governing bodies. Growers are sources of information about community interest in labor supply, support for migrant education in the community, and availability of housing for migrant families.

Trends in agricultural labor reflect a drop in foreign labor of both the "bracero" and "wetback" classification. A concurrent drop in domestics from 422,000 to 278,000 is projected. Along with this reduction, more sophisticated skills and a higher level of basic education will be needed.

Growers have an interest in the training and retraining of migrants. A wider range of knowledge and basic skills will be needed by migrants as farming becomes more highly mechanized. In addition to basic skills, on-the-job training will be required for migrants to be qualified to take advantage of jobs that are available. Farm-related job classifications for which migrants may be trained include building maintenance man, chemical service company worker, cotton gin and oil mill worker, dairy farm and plant employee, farm machinery operator and repairman, fertilizer company employee, forestry worker, gas and oil distributor to farms, greenhouse and nursery worker, grain elevator worker, herdsman, irrigator, landscape service worker, livestock ranch worker, meat processing plant worker, night watchman, sheep shearer, truck driver, warehouseman, and welder helper.[1]

Evidence of the interest and support of "outside" groups is the fact that, in the state of Delaware, 12 local agencies are actively involved in educational programs and services for migrants.

Project personnel in the six participating states provided information and consultative assistance to their state department of education personnel responsible for the development of statewide

[1] *Guide for Public Educational Agencies in Planning and Conducting Adult Programs.* Austin: Texas Education Agency, October, 1965, pp. 13, 14.

plans for migrant education. Orientation programs for state department of education personnel other than those directly responsible for migrant education programs were conducted to disseminate information and to obtain the reactions of persons involved in a broad range of education activities.

The meetings of associations of professional educators and state department of education personnel provided opportunities for project personnel to discuss the educational needs of and programs for migrant children.

On an interstate basis, meetings of project coordinators were conducted to share information about the progress of programs conducted within each state and to coordinate activities that have interstate significance.

Project activities included the planning and implementation of state and regional conferences and workshops structured around such topics as "Special Educational Programs for Migratory Children of Migratory Agricultural Workers," "Disadvantaged and Handicapped Foundation for Mexican-American Studies," "Educating the Migrant Child and Youth," and "The Spanish Speaking Child in the Schools of the Southwest," and participation in the Annual Farm Labor Conference, the Annual Conference of Fruit and Vegetable Growers Association, and the Migrant Health Conference of the State Board of Health.

Descriptive resource materials and guidelines were developed and furnished to school systems, and assistance was given to school districts, colleges, and universities in the development of guidelines for model educational programs for migrant children and their parents.

Throughout the project activities, the gathering and disseminating of information was enhanced through face-to-face contact with groups of farmers, farm laborers, civic organization leaders, educational groups, ESEA Title I and Title V program personnel, Office of Economic Opportunity staff members, and most important of all, the migrants.

Improvement of Educational Opportunities

Objective: *To develop more effective methods and techniques for the improvement of educational opportunities for migrant children*

Throughout the period of the project, personnel in the six participating states sought ways to give assistance and direction for the improvement of quality education for migrant children. Their efforts resulted in the preparation and production of audiovisual aids, bibliographies, teaching aids, and listings of persons and

agencies who could provide assistance to programs involving migrant children.

Several of the states published newsletters and bulletins that have given direction to educational staffs and that have also served as media for the dissemination of information about the project activities.

Library materials and resources were developed to guide personnel working with migrant education programs; banks of research-oriented materials were developed and have been made available to personnel in the six participating states.

Videotapes were produced by the project personnel in one state for use in informing the Spanish-speaking population about the programs available for migrant and non-English-speaking citizens.

Interstate agreements have been effected to ensure an exhange of information and instructional materials relating to teaching English as a second language.

Teachers in the participating states also participated in state and regional conferences structured around the education of the migrant population.

The education of migrant children cannot be effective without adequate and suitable curriculum materials. Curriculum materials developed for migrant educational programs must have relevance and meaning to the children, and they must be flexible. Children must be able to understand the applicability of educational experiences to the solution of problems encountered daily.

Inservice Education Programs

Objective: *To plan inservice education programs which would complement and supplement other inservice training programs directed toward the problems of migrant children*

Project activities included coordination of the services of such agencies as state colleges and school districts to provide needed educational programs for teachers. The project coordinator in one state was able to open lines of communication necessary to effect the development of a proposal that could be implemented by colleges and districts to provide the needed training for teachers of migrant children. There was no precedent in the state to guide school districts in contracting with colleges for such teacher training services. The project coordinator also designed a contract form that was subsequently adopted for use in the state.

Leadership provided by the project staff has prompted the development of several preservice and inservice training programs;

more are planned as a result of the progress achieved in several of the states. A feature of one state's plan is that teachers who attend training institutes during the summer months must return to classrooms to teach migrant children and must agree to serve as consultants in district-operated programs for inservice training of other teachers.

Effective preservice and inservice training programs must provide training that will result in competent teachers, teacher aides, child welfare and attendance personnel, administrators, and all other district personnel responsible for the educational experience of migrant children.

Teachers

Teachers with exceptional skills are needed in order to meet the educational needs of migrants. More teachers are needed to maintain a suitable teacher-pupil ratio during periods of migrant impact. Additional problems are created during a migrant peak enrollment in impoverished districts that have special difficulties recruiting teachers on short notice.

Teachers with the special attributes required for effective service with migrant children are able to accept people as they are and to show concern. The concern must be shorn of pity. An objective approach enables the teacher to understand the special problems that face migrant children and to be more effective in the teaching role.

The effective teacher will be characterized by the following:

- He is able to accept others as they are.
- He is genuinely concerned for others.
- He is sensitive to individual children and their needs.
- He understands the special problems which face most migrant children.
- He is able to communicate his concern and interest to others in the school and community.
- He is a skilled and competent educator who has knowledge of current research.

Traveling Teachers

The mobility of migrant children gave rise to the concept of a corps of traveling teachers. Although it is a radical concept, it is perhaps worthy of consideration and further research. Such teachers could be given contracts that would permit them to work across district lines whenever and wherever they are needed.

Such a corps could provide continuity in educational programs, uniformity of instruction, and regular instruction adjusted to the

particular needs of migrant children. These teachers could assist in establishing a uniformity in the grade placement of migrant children enrolled in the regular school. They could assist in meeting the wide range of educational needs of the migrant child through the reduction in class size resulting from the addition of these teachers to the regular school staff.

Evening instruction and special tutoring provided by the traveling teacher could supplement the instructional program of the regular school and thus facilitate the students' progress in the regular school program.

Teacher Aides

Teacher aides are needed to relieve the additional demands made on teachers during migrant peak enrollment. Bilingual teacher aides can also serve as resource teachers if there is a need for this skill.

It is essential that the teacher and the teacher aide work together. The duties of the aide should be worked out between the teacher and the aide. Under the direction of the teacher, teacher aides can help to reinforce skills necessary for effective learning.

Teacher aides may be recruited from the following sources:

- The Spanish-speaking community (Communication in the Spanish language may help to put the Mexican migrant child and his parents at ease in their contacts with the school.)
- The college Chicano candidates can gain valuable experience by working with migrant children in a teacher aide program.)
- Work-study programs
- Parent groups (Volunteers should be encouraged to assist in educational programs for migrant children.)

Community support for school programs can be strengthened by aides who serve as liaison persons between the school and the migrant community. Bilingual aides can (1) provide fluency in the native language of the migrant community; (2) act as resource persons for collecting information needed for cumulative records and health records; (3) act as interpreters in matters of school policy, school and community programs, and services available to the migrant families; and (4) work in direct contact with the migrant families.

Child Welfare and Attendance Personnel

Child welfare and attendance personnel will have a special role to play in the education of migrant children. Included in the responsibilities of the child welfare and attendance personnel are the following:

- Coordination of the efforts of the school, community, and public and private agencies concerned with the welfare and school attendance of migrant children
- Assistance in the training of school-community aides with reference to school attendance laws, employment of minors, work permits, and other aspects of child welfare
- Preparation of aides to be sources of accurate information regarding community services available to the migrant family
- Assistance in the organization of parent meetings
- Development of a means of communication with school administrators and other community leaders necessary to improve understanding of the needs of migrant families

Teacher aides can often help to make education relevant for migrant children; for the migrant child who can stay in school long enough to earn a high school diploma, there will be an alternative to migrancy.

Administrators

School administrators must be able and willing to support the total school program and must have an understanding of community attitudes. Effective administrators will have the following characteristics:

- Knowledge of the needs of migrant families and their unique problems

- An awareness of the community resources and services available to migrant families
- Competency in legal fiscal procedures to utilize state and federal sources of support
- Background in special curriculum needs of migrant children
- Skills in evaluation techniques necessary to appraise the effectiveness of the educational program
- Sensitivity to the needs of personnel, particularly in the recruitment and training of teachers

Recommendations

The success of the Six-state Project for Developing Leadership in Improving the Educational Opportunities of Farm Migrant Children can be measured in part by the identification of needed changes that are critical to the improvement of educational opportunities for migrant children.

Direct confrontation of project personnel with the frustration of efforts to provide needed services for migrants without having adequate information, organization, procedures, training, instructional materials, or direction resulted in the identification of problem areas that can be alleviated in part through implementation of the recommendations presented here.

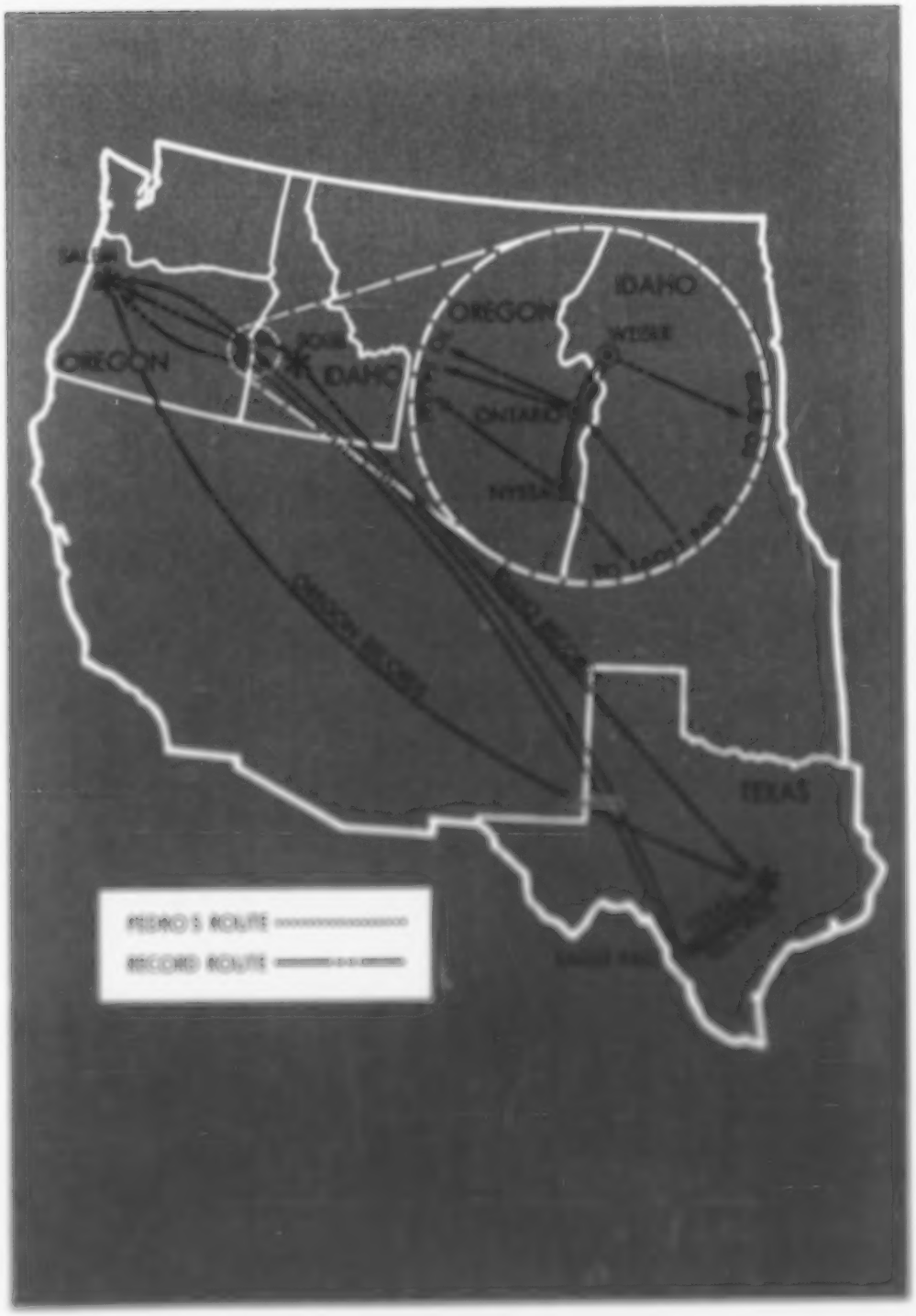
It is recommended that:

- Migrant children and adults be provided educational programs which offer them the same opportunity for maximum development as that which is available to any other group.
- Educational programs be planned to help migrant people identify with the community as participating citizens.
- Educational activities be planned to develop and strengthen the self-confidence and self-direction of migrant people.
- Educational programs be developed which are directly and immediately related to the experiences, needs, and goals of migrant people.
- All schools provide systematic instruction in the use of the English language for both the children who speak another language and those who speak nonstandard English.
- School programs be developed which lead directly to improved vocational opportunities for migrants.
- School programs be developed to assist migrants to deal with problems of daily life under camp conditions and to develop the skills and knowledge needed for a better standard of living.
- Young children of migrant families be provided with the opportunity to attend preschool and kindergarten programs.

- Programs for migrant children and youth be based on the individual needs of each pupil.
- Migrant people be afforded compensatory experiences and activities planned to develop understandings, interests, and expressive abilities.
- Every migrant youth be given the opportunity to obtain a high school education.
- Every effort be made to involve the migrant parent in the education of the migrant child.
- Each program designed for the migrant child be staffed with an adequate number of teachers and other personnel trained in the special requirements of the program.
- Schools in migrant areas be supplied with facilities and equipment needed for recommended programs.
- Effective ways of organizing and implementing existing educational programs be developed to meet more effectvely the needs of migrant students.
- Additional financial support be made available for educating migrant children and adults.
- Participating states continue efforts toward the development of systems for processing school and health records of migrant children through utilization of data processing techniques.
- Model interstate programs for migrant children be further developed and refined.
- Programs for preservice and inservice training of teachers and teacher aides be further developed.
- Development of videotapes, sound slide sets, and other audiovisual aids for improving the instruction of migrant children be continued.
- Serious consideration be given to the development of educational specifications for textbooks and related instructional materials for use by migrant children.
- Plans for comprehensive nationwide studies of migrant education be developed – studies to be implemented in regional research centers.
- A national conference, structured around the educational needs of migrant children, be planned and conducted to pool the knowledge and resources of the entire country toward meeting the needs of the migrant.
- Support and assistance of community recreational service agencies and groups be enlisted to provide recreational programs for migrant children.
- Competent agencies be encouraged to establish child care centers in or near migrant areas.

Appendix A

INTERSTATE SCHOOL AND HEALTH RECORD TRANSFER SYSTEM – HOW IT WORKS FOR A MIGRANT BOY



Appendix B

TRANSFER RECORD FOR FARM MIGRANT CHILDREN

10.0 Physical examination								
11.0 Dental examination								
12.0 Vision examination								
13.0 Hearing examination								
14.0 T.B. skin test								
15.0 Chest x-ray								
16.0 Inoculations								
16.1 Diphtheria								
16.2 Pertussis								
16.3 Tetanus								
17.0 Polio vaccination								
18.0 Smallpox vaccination								

19.0 Textbooks	Title	Publisher	To page
19.1 Reading			
19.2 Arithmetic			
19.3 Social science			
19.4 English			
19.5 Science			
19.6 Other			

20.0 Tests	Title	Publisher	Date Adm. Y M D
20.1 Mental age			
20.2 Achievement			
20.3 Other			

21.0 Experiences	Yes	No	INA		Yes	No	INA
21.1 Art				21.5 P.E.			
21.2 Music				21.6 Camping			
21.3 Arts and crafts				21.7 Library activities			
21.4 Field trip				21.8 Academic activities			

CR 60

Instructions for
Transfer Record for Farm Migrant Children

INTRODUCTION

One of the prevailing problems faced by schools enrolling migratory farm children is that of maintaining communication with regard to information about these children. While it is becoming increasingly apparent tat the ultimate solution may lie in the application of electronic data processing techniques to this problem, there is an immediate need to attempt interim soltions.

The "Transfer Record for Farm Migrant Children" was designd to (1) collect statistical data about these children; (2) provide for a central fil of this information in "home-base" state education agencies; and (3) collect nd exchange the information on intrastate and interstate bases.

DIRECTIONS FOR USING THE TRANSFER RECORD FOR FARM MIGRANT CILDREN

Form Color Key

White and pink - Sent to central file home-base state
Green - Retained by school preparing form
Canary - Sent to state department of education of hool preparing form in *nonhome-base states*. (Schools in bme-base states may send forms to their respective county odistrict office.)
Blue - Given to pupil when possible. If not given tpupil, retained at school preparing form.

Key to Abbreviations

Y M D = Year, month, day
DOB = Date of birth
Ver. DOB = Verification date of birth
DLE = Date of last enrollment
DW = Date withdrawn
DM = Days membership
DP = Days present
DA = Days absent
NS = Number of schools attended during last 12 months or ring current school term
IND = Independent reading level
INS = Instructional reading level
UK = Unknown
INA = Information not available
Wks = Wkmid age

ACH – Achievement
A&C – Arts and crafts
PE – Physical education
Lib. Act. – Library activities (use of printed and audiovisual materials)
Aca. Act. – Such special activities as reading for fun, science, and mathematics-oriented activities.

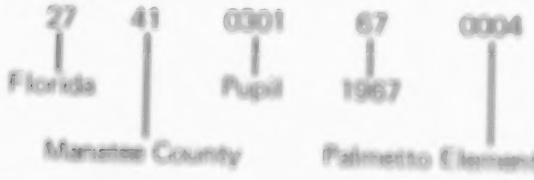
Directions

Item 1.0 - 1.1 Enter state code (according to date state was admitted to the Union), name, address, ZIP code of home-base state department of education (state where (a) child attends school 50 percent or more of regular school term; (b) parents or guardians reside for six months or more during regular school terms; or (c) parents or guardians "leave from" and "return to" when following the crops).

Item 2.0 Entry to be made *only* by schools in home-base state. This will be a 14-digit number consisting of the following parts:

Digits:
1-2 State codes
3-4 Standard county number of initial student enrollment
5-8 Standard school number of initial student enrollment
9-10 Last two digits of the year number is issued
11-12 Alphabetizing or sequence number assigned pupil at school level

Example:



Item 2.1 Enter "M" (male) or "F" (female).
Item 2.2 Enter year, month, and day of birth.
Item 2.3 Enter last name, middle initial (if none, use NMI), and first name.
Item 2.4 Enter social security number, if available.
Item 2.5 Enter code:

1. White
2. Negro
3. Oriental
4. American Indian
5. Spanish-American
6. Unclassified

Item 2.6 Enter code for verification of date of birth:

1. Birth certificate
2. Baptismal record
3. Insurance policy
4. Bible record
5. Passport
6. Transcript
7. Sworn affidavit
8. Not verified

Item 3.0 Enter grade level or year in school as first two digits and a code number as the third digit for such special placements as the following:

1. Nongraded	6. Special advanced class
2. Exceptional	7. Team teaching
3. Home-bound	8. Large group television class
4. Special school	9. Summer school
5. Special remedial class	0. Not applicable

Examples: "105" - Grade 10 in special remedial class;
"060" - grade 6, no special placement.

Item 3.1 Enter year, month, day of last enrollment.

Item 3.2 Enter year, month, day of withdrawal.

Item 4.0 Enter days of membership in school preparing form.
Enter days present in school preparing form.
Enter days absent in school preparing form.
Enter number of schools attended in last 12 months.

Item 5.0 Enter independent reading level and instructional reading level as determined by tests or teacher judgment.

Item 6.0 - 6.1 Enter name and school number of home-base school (See item 1.0).

Item 6.2 Enter address of home-base school.

Item 7.0 - 7.4 Enter information (as in item 6) for school transferring student after withdrawal.

Item 8.0 - 8.4 Enter information for school receiving and enrolling student from home-base or sending school. (See *comments* section below.)

Item 9.0 - 9.1 Enter last name, middle initial, and first name of head of household.

Item 9.2 Enter code for relationship to pupil:

1 - Father	6 - Other legal guardian
2 - Mother	7 - Foster parent
3 - Stepfather	8 - Self
4 - Stepmother	9 - None
5 - Other relative	0 - Information not available

Item 9.3 Enter "M" for male, "F" for female.

Item 9.4 Enter code for highest grade completed by head of household:

00 - No record
01-12 - Record actual grade or years attended
13-16 - Years of college added to completion of grade twelve
17 - Associate in Arts degree
18 - Bachelor's degree
19 - Master's degree
20 - Doctorate

Item 9.5 Enter "1" if work[1] or occupation related to agricultural work. Example: picker, cutter

Item 9.6	Enter present address.
Item 9.7	Enter last address in home-base state.
Item 10.0-18.0	Enter *X* in appropriate space. Under "Results" enter appropriate comment. Example: 14.0 "Positive" or "Negative."
Item 19.0-19.6	Enter titles, publishers, and page reached.
Item 20.0-20.2	Enter test title, form, and date administered.
Item 20.3	Enter type of test, test title, form, and date administered. Example: Personality; Ohio State Picture Pref. Scale; Form A; 3/7/67.
Item 21.0-21.8	Enter *X* in appropriate space.
Item 22.0	Enter statements that would help receiving schools to place, counsel, or motivate pupil.

Comments

1. ***Initiating the record*** - Schools in the pupil's home-base statecomplete all items possible and mail the white and pink copies to the central file as soon as possible after enrolling a migrant child. The ***identification number*** is assigned by the ***first home-base school*** enrolling a migrant child for the ***first time. This will remain the pupil's permanent number and replaced by a social security number***. When a pupil is received as a transfer, the receiving school in the ***home-base state*** requests his record from the central file before assigning a number to him. If a record is initiated in a ***nonhome-base school***, all items possible should be completed (except the identification number) and the white and pink copies of therecord sent to the central file immediately following pupil's enrollment. At the time of the pupil's withdrawal from any school, an updated form should be completed and sent to the central file.
2. ***Sending school*** – As a pupil is withdrawn, each school wi complete all items possible and send white and pink copies to its central file immediately following pupil's withdrawal.
3. ***Receiving school*** – To obtain a pupil's record, a school receiving a transfer pupil may: (1) complete items 2.0, 3.1, 3.2, 3.3, 3.4 (if known), 3.5, 3.6, 3.1, 8.0-8.8, 9.0, 9.1, 9.2, 9.3, 9.5, 9.6, 9.7, and send form to the central file, (2) telephone central file, or (3) send post card will pupil's name, number (if known) to the central file.
If a record is on file, the central file will return to the receiving school the pink copy of the most recent record.

STATE CODES

State and code	State and code	State and code
Alabama – 22	Louisiana – 18	Ohio – 17
Alaska – 49	Maine – 23	Oklahoma – 46
Arizona – 48	Maryland – 7	Oregon – 33
Arkansas – 26	Massachusetts – 6	Pennsylvania – 2
California – 31	Michigan – 26	Rhode Island – 13
Colorado – 38	Minnesota – 32	South Carolina – 8
Connecticut – 5	Mississippi – 20	South Dakota – 40
Delaware – 1	Missouri – 24	Tennessee – 16
Florida – 27	Montana – 41	Texas – 28
Georgia – 4	Nebraska – 37	Utah – 45
Hawaii – 50	Nevada – 36	Vermont – 14
Idaho – 43	New Hampshire – 9	Virginia – 10
Illinois – 21	New Jersey – 3	Washington – 42
Indiana – 19	New Mexico – 47	West Virginia – 35
Iowa – 29	New York – 11	Wisconsin – 30
Kansas – 34	North Carolina – 12	Wyoming – 44
Kentucky – 15	North Dakota – 37	

Appendix C

MIGRANT FARM CHILD SCHOOL AND HEALTH RECORD

1. District _____ School _____ Date enrolled _____
2. Student's name _____ Sex M F Birthdate _____ Age ____ Verification _____
3. Current address _____
(Street, name), town, RFD No.)
4. Normal grade for age ____ Achievement level: (school grade) Reading ___ Arithmetic ___
5. Days present ____ Days absent ____ Date withdrew ____ Days membership ____
6. Identification _____
Home base state County District Registration no.
7. Home base address _____
Number Street Town County State
8. Home base school _____
Name Address Town State
9. Number of schools attended during past 12 months ____
10. Occupation of parents, guardians, or head of household during past 12 months:
Father: _____
Name Type of work Town, county, state
Mother: _____
Name Type of work Town, county, state

11. HEALTH - Date entry and comment on remediation

a. Physical	
b. Dental	
c. Vision	
d. Hearing	
e. T. B. Skin Test	
Chest X-Ray	
f. Diphtheria	
g. Pertussis	
h. Measles	
i. Tetanus toxoid	
j.	
Polio vaccine	
Smallpox vaccine	

12. Special interests, abilities, and needs

13. Textbook title, page, date, publisher

Reading
Arithmetic
English
Social science
Science
Spelling
Other

14. Grade placed (date) Promo

Reading school: (1) Does not read (2) Can read at pupil's own grade level (3) Can read at designated remedial agency

(REV. 1/71) (REV. 7/72) (REV. 10/73) (REV. 2/74)